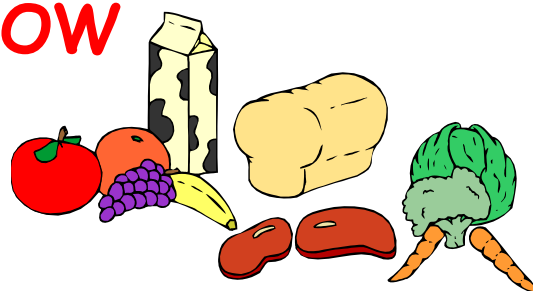


# THEN AND NOW

**THEME:** Balance Each Day With Food and Play

**NUTRITIONAL FOCUS:** Food Groups

**GRADE LEVEL:** 4



## **OBJECTIVES:**

1. Students will develop an understanding of the *Dietary Guidelines for Americans* and the *Food Guide Pyramid* by singing and participating in class discussions.
2. Students will demonstrate their understanding of decimals and fractional parts by using information to solve problems.
3. Students will demonstrate their understanding of pioneer days on the prairie by writing comparison paragraphs and creating illustrations.
4. Students will become familiar with the lifestyle of pioneers on the prairie by listening to a story and completing activities.
5. Students will gain an understanding of United States geography by locating states on a map.
6. Students will develop an understanding of the pioneer culture by oral and written comparisons of the diet and activities of pioneers to modern times.

**CURRICULUM CONNECTION:** Art, Economics, Geography, Health, History, Math, Music, Reading, Physical Education, Science, Writing

## **Fine Arts Standards**

**Music— Standard One:** Students will use the performance of music as a means for creative expression and communication.

**Art— Standard One:** Students will understand and use visual arts as means for creative self-expression and interpersonal communication.

## **Geography Standards**

The student will:

1. differentiate between state and national boundaries.
2. define regions as categorized by geographic location.

## **Health Education Standards**

**Standard Three:** Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.

**Indicator Two:** Students will evaluate strategies for achieving and maintaining personal health goals.

**Indicator Three:** Students will evaluate the role of personal responsibility in health-related decisions.

### **Life Science Standards**

The student will:

11. describe important South Dakota natural resources.

### **Listening and Viewing Standards**

The student will:

2. listen and share responses in group learning activities.
12. record information while listening.

### **Measurement Standards**

The student will:

1. measure time using fractions.
4. carry out unit conversions within a system of measurement.
8. estimate and measure liquid volume in a variety of ways.

### **Number Sense Standards**

The student will:

8. use the four operations with decimals.
11. identify the appropriate arithmetic operations in multi-step problem situations.

### **Physical Education Standards**

**Standard Five:** Students will understand that physical activity promotes opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

**Indicator 1:** Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.

### **Reading Standards**

The student will:

3. select appropriate strategies and rate of reading for different purposes.
13. demonstrate familiarity with a variety of award-winning literary selections.
16. use text and graphic features to categorize information and gain meaning from information materials.

### **Science, Technology, Environment, and Society Standards**

The student will:

4. explain how inventions have changed people's lives. (example: television, electric lights)

### **Writing Standards**

The student will:

1. apply various stages of the writing process.
5. organize and write about information according to category, source, or topic.
7. examine how authors use descriptive words to describe people, places, and events.
9. choose descriptive words that are content appropriate and provide clarity and focus for the reader.
14. select a focus, organization, and point-of-view which reflect writing purpose.
17. edit final copies for capitalization, punctuation, and spelling.

### **MATERIALS NEEDED:**

- *Sarah, Plain and Tall* by Patricia MacLachlan
- United States Map (included in lesson)
- One sheet of art paper per student
- Colored pencils for student drawings
- Student Handout *Listen and Learn* (included in lesson)
- Student Handout *Lighting Up the Evening* (included in lesson)
- Student Handout *Meals Then and Now* (included in lesson)
- Student Handout *Vegetable Beef Stew* (included in lesson)
- Song: *Eat Smart* (included in lesson)
- Student Handout *Daily Activities* (included in lesson)
- Ingredients for stew: two cans of mixed vegetables, one 8 oz. can of tomato sauce, and one can of beef broth.
- Crock Pot (for cooking stew)
- Small bowls, spoons, napkins for stew
- Crackers and fruit (to serve with stew)



### **BACKGROUND INFORMATION:**

*Sarah, Plain and Tall* by Patricia MacLachlan is a story about a pioneer family living on the prairie whose mother has died. Sarah is a mail-order bride for Papa who comes from Maine to live with the family. South Dakota, North Dakota, Nebraska, Kansas, Missouri, Iowa, and Minnesota are known as prairie states. These states are located in the middle of the United States and are also known as “The Heartland” of our country. Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut are known as New England states. The story describes the lifestyle of these regions about one hundred years ago.

### **PROCEDURES:**

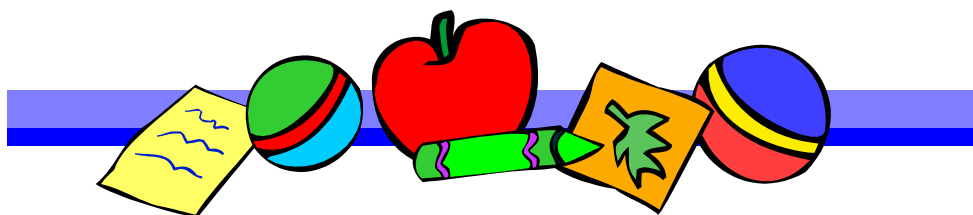
1. Share the Background Information with the class. Write the names of the prairie states and New England states on the chalkboard. Provide students a United States map and ask students to locate and color the prairie states yellow. Ask students to locate and color the New England states light blue.
2. Provide students *Listen and Learn*. Read over the questions together. Inform the students that *Sarah, Plain and Tall* will be read aloud in class. Students should listen, as the story is read and record the information to answer the questions.
3. Read *Sarah, Plain and Tall* by Patricia MacLachlan to the class over several days.
4. After reading the story, allow students to share the answers that have been recorded. Could this story have taken place in South Dakota?
5. Discuss the setting described on page seven of the book. The house is lit with an oil lamp and dogs crowded under the table waiting for food. Discuss how electricity was not a part of the pioneer lifestyle. How has the family mealtime environment changed as a result of electricity?

6. Ask students to recall that Sarah used colored pencils to draw pictures. Provide students art paper and colored pencils to draw a picture of the Witting family eating their evening meal when the story began.
7. Discuss the evening meal described on page fifty-eight when Sarah came back from town. What had Sarah bought that made the meal special? (candles)
8. Discuss how the needs of the pioneer family were met in different ways that they are today. Most people in the United States do not use oil lamps anymore. Most home have electricity for lighting. Even though candles are still used today, they are used to set a pleasant atmosphere or for their fragrance. The invention of electricity has changed life in our country.
9. Assign students to write a paragraph comparing the evenings during pioneer days without electricity to the present time. After editing and revising their work, provide *Lighting Up the Evening* stationery for the final paragraph.
10. Instruct students to use colored pencils to draw a picture at the bottom of the page of their family having a meal with electricity.
11. Discuss how the meals were different in pioneer days. Review the answers to the first four questions on *Listen and Learn*.
  - A. Ask students to describe stew. Did the story actually tell us what kind of stew they ate?
  - B. What is the difference in stew and soup? Challenge students to use dictionaries to find definitions for each.
  - C. Why did the pioneers not buy soup or stew in a can?
  - D. Where do you think the pioneer family got the vegetables and meat for the stew?
  - E. What natural resources were important to the pioneers for survival?
  - F. What natural resources are important in South Dakota today?
  - G. Why was making bread important? Why didn't they just use white bread or wheat bread that comes in a loaf from the store?
12. Review addition of decimals and fractional parts of a whole. Provide students *Vegetable Beef Stew*. Instruct students to use the recipe for stew to find answers to the questions.
13. Assign students to write a paragraph that compares or contrasts the foods in the story to the foods that are in their diet. After editing and revising the paragraph, provide *Meals Then and Now* stationery for students to write their final copy. An illustration of the contents of the paragraph should be draw on the bottom of the page using colored pencils.
14. Ask students to recall the mention of singing in the story. Why was singing important?
15. Provide *Eat Smart* to students and read the words of the song together. Discuss the reference to the five food groups in the first verse. Identify the *six* in the second verse as the number of nutrients that the body needs. Write the six nutrients on the chalkboard: protein, carbohydrates, fats, vitamins, minerals, and water. Sing the song together.

16. Discuss why it was harder for the pioneers to eat from the five food groups each day. Why was it harder to have a variety of foods then? Allow time for class discussion.
17. Discuss how the work and play of the pioneers was different than it is today. Do you think the pioneers had more or less activity in their day than most people do today? Why? Assign students to write a paragraph comparing the daily activities during pioneer days to the present time. After editing and revising their work, provide *Daily Activities* stationery for the final paragraph. Students should illustrate the final paragraph with colored pencils at the bottom of the page.
18. Cook vegetable stew in class. A simple stew can be prepared using two cans of mixed vegetables, one 8 oz. can of tomato sauce, and one can of beef broth. Mix ingredients in a crock-pot and cook until ready to eat. Prepare the stew in the morning and allow the stew to cook in the crock-pot during the day. Serve small portions of the stew with crackers and fruit.

### EXTENSION ACTIVITIES:

1. Ask students to begin a collection of different kinds of soups and stews.
2. Invite a senior citizen to the class to share changes in their lifetimes concerning meals, foods available, cooking, and activities.
3. Prepare a canned stew in class. Serve small portions of the stew with crackers and fruit. Ask students to use describe the taste of the stew. Compare the taste of the canned stew to the stew prepared in class.
4. Use a sheet of poster board to begin a class list of words that sound alike and are spelled alike but have different meaning. Begin the list with *stew*. Discuss the theme of the unit “Balance Your Day With Food and Play” and add the word *balance* to the list. Discuss the breads in the story and add *roll* to the list. Challenge students to add words to the list on a daily basis.
5. Ask students to write a paragraph comparing the lifestyle on the prairie to the lifestyle in Maine.



## EVALUATION:

### Participation

- Did students listen attentively to the story as it was read and participate in class discussions?
- Did students record information from the story to answer questions?
- Did students draw a picture of the pioneer family at mealtime?
- Did students participate in singing a song?

### Skills/Knowledge

- Did students write paragraphs to demonstrate their understanding of the difference and similarities in the lifestyle, food, and activities of the pioneer family and today's family?
- Did students accurately complete *Vegetable Stew*?

### Behavior

- Did students accept vegetable stew served in class?

## ACKNOWLEDGMENTS:

*Nutrition and Your Health: Dietary Guidelines for Americans*

U. S. Government Printing Office

Superintendent of Documents

Mail Stop: SSOP

Washington, D.C. 20402-9328

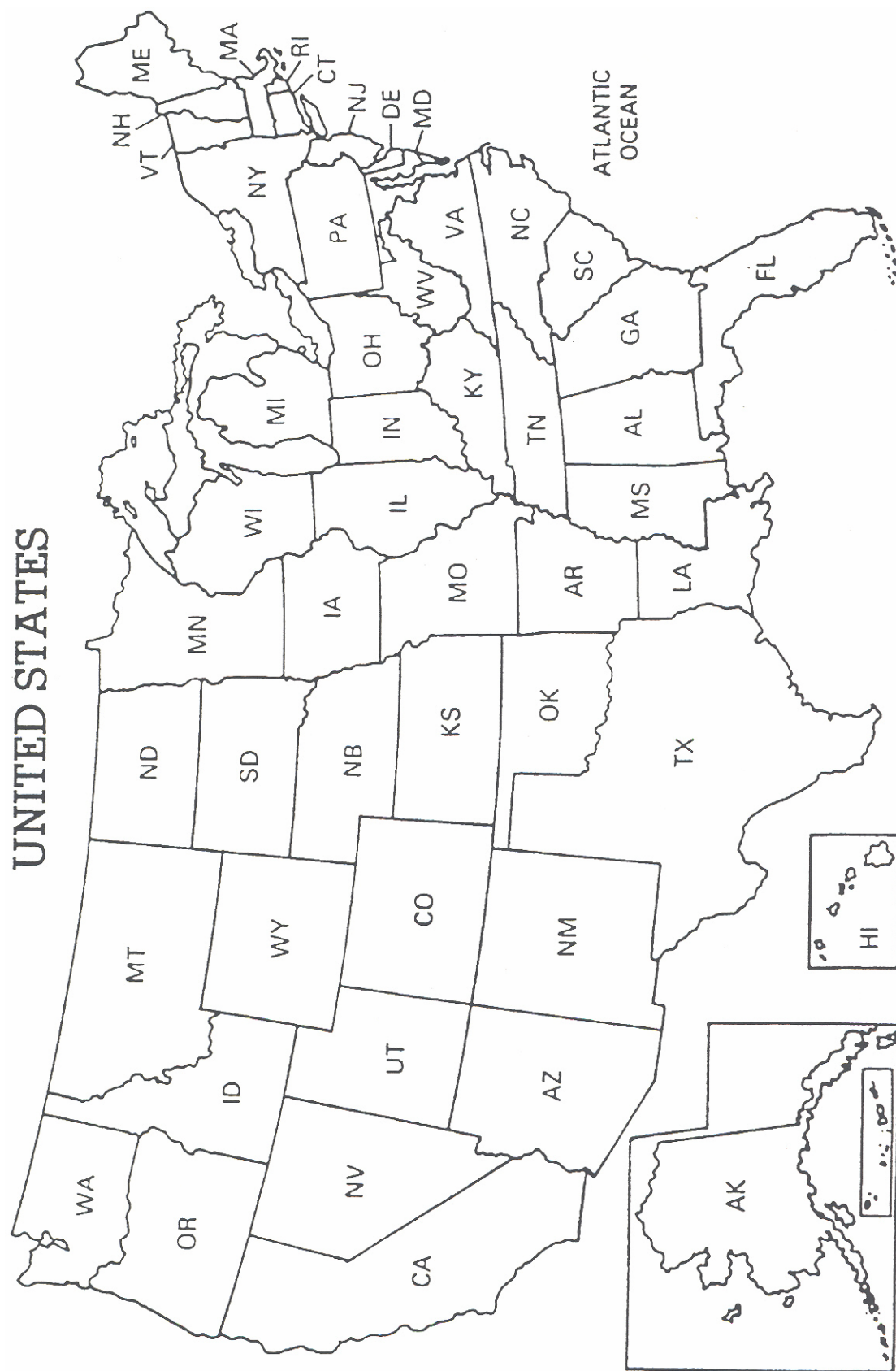
### **Eat Smart. Play Hard.™**

USDA Food and Nutrition Service

3101 Park Center Drive RM 1014

Alexandria, VA 22302-9943





**LISTEN AND LEARN**

**Directions:** Record answers to the questions as you listen to *Sarah, Plain and Tall*.

1. What food was Anna preparing when the story began?
2. What two foods did Anna ask Sarah if she could cook when she wrote her a letter?
3. Did Sarah know how to make stew?
4. Did Papa know how to make bread?
5. What did Sarah do with colored pencils?
6. What foods were mentioned in the story?
7. What kind of work did the children do?
8. What features of the prairie are described in the story?
9. What features of New England are described in the story?
10. What are some of the activities that the Witting family did for fun?
11. What natural resources are mentioned in the story?
12. What animals are mentioned in the story?



## LISTEN AND LEARN

**Directions:** Record answers to the questions as you listen to *Sarah, Plain and Tall*.

1. What food was Anna preparing when the story began? (bread and stew)
2. What two foods did Anna ask Sarah if she could cook when she wrote her a letter? (bread and stew)
3. Did Sarah ever make stew? (Yes, on page twenty-four)
4. Who made bread to serve with Sarah's stew? (Papa, on page twenty-four)
5. What did Sarah do with colored pencils? (drew pictures)
6. What other foods were mentioned in the story? (meat, greens, biscuits)
7. What kind of work did the children do? (shoveled stalls, fed animals, put out hay, carried water and wood, cleaned out ashes from the stove,
8. What features of the prairie are described in the story?  
(fields, grass, sky, cold weather in winter, snow, wind, tumbleweeds, dandelions, summer roses)
9. What features of New England are described in the story?  
(sea, rock cliffs, hills covered with pine and spruce trees, sand dunes, wind)
10. What are some of the activities that the Witting family did for fun?  
(sliding down the hay dune, swim in the cow pond, chased chickens)
11. What natural resources are in the story?  
(water, soil, air, sky, sea, rain, grass, trees, flowers, plants, animals, sunshine)
12. What animals are mentioned in the story?  
(chickens, dogs, birds, fish, whales, cat, woodchuck, sheep, cows, horses)

## LIGHTING UP THE EVENING

**Directions:** Write a paragraph that contrasts pioneer evenings without electricity to your evenings with electricity. Include information about meals and activities. The paragraph should have a topic sentence and provide supporting sentences. Illustrate the paragraph at the bottom of the page.

There are several tips to remember when you write the paragraph:

- ✓ Put thoughts in order.
- ✓ Provide enough supporting detail.
- ✓ Be descriptive.
- ✓ Think about what you want others to know and feel after reading the paragraph.
- ✓ Check for sentence structure and mechanics.

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## MEALS THEN AND NOW

**Directions:** Write a paragraph that compares or contrast the foods in the story to the foods that are in your diet. The paragraph should have a topic sentence and provide supporting sentences. Illustrate the paragraph at the bottom of the page.

There are several tips to remember when you write the paragraph:

- ✓ Put thoughts in order.
- ✓ Provide enough supporting detail.
- ✓ Be descriptive.
- ✓ Think about what you want others to know and feel after reading the paragraph.
- ✓ Check for sentence structure and mechanics.

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**VEGETABLE BEEF STEW**

**Directions:** Read the recipe for *Vegetable Beef Stew*. Answer the questions based on information provided in the recipe. Show your work.

**VEGETABLE BEEF STEW**

1  $\frac{1}{2}$  pounds cooked ground beef  
one 15.25 oz. can of whole-kernel corn  
one 16 oz. can of sliced carrots  
one 14.5 oz. can of green beans  
one 15 oz. can of green peas  
one 15.5 oz. can of pinto beans  
one 14.5 oz. can of beef broth

Brown ground beef in a skillet. Drain fat off of ground beef and crumble. Mix all ingredients together in a large pan. Place on medium heat. Cook for 20 minutes. Serve with bread or crackers.  
This makes about twenty-five  $\frac{1}{2}$  cup servings of stew.

1. How many ounces of pinto beans and green beans in all are in the recipe?
2. How many ounces of whole-kernel corn and pinto beans in all are in the recipe?
3. How many more ounces of sliced carrots are in the recipe than green beans?
4. How many ounces of green peas, green beans, and sliced carrots in all are in the recipe?
5. Which two ingredients in the stew have a combined weight of 31.5 ounces?
6. Which two ingredients in the stew have a combined weight of 30.25 ounces?
7. Which two ingredients in the stew have a combined weight of 29 ounces?
8. If it takes 10 minutes to cook the ground beef, 10 minutes to open and mix the vegetables, and 20 minutes to cook the stew, how long will it take in all to prepare the stew?
  - ☐  $\frac{1}{2}$  of an hour
  - ☐  $\frac{2}{3}$  of an hour
  - ☐  $\frac{3}{4}$  of an hour
  - ☐  $\frac{5}{6}$  of an hour



## VEGETABLE BEEF STEW

**Directions:** Read the recipe for *Vegetable Beef Stew*. Answer the questions based on information provided in the recipe. Show your work.

### VEGETABLE BEEF STEW

1 ½ pounds cooked ground beef  
one 15.25 oz. can of whole-kernel corn  
one 16 oz. can of sliced carrots  
one 14.5 oz. can of green beans  
one 15 oz. can of green peas  
one 15.5 oz. can of pinto beans  
one 14.5 oz. can of beef broth

Brown ground beef in a skillet. Drain fat off of ground beef and crumble. Mix all ingredients together in a large pan. Place on medium heat. Cook for 20 minutes. Serve with bread or crackers. This makes about twenty-five ½ cup servings of stew.

1. How many ounces of pinto beans and green beans in all are in the recipe?  
 $15.5 + 14.5 = 30 \text{ ounces}$
2. How many ounces of whole-kernel corn and pinto beans in all are in the recipe?  
 $15.25 + 15.5 = 30.75 \text{ ounces}$
3. How many more ounces of sliced carrots are in the recipe than green beans?  
 $16 - 14.5 = 1.5 \text{ ounces more carrots}$
4. How many ounces of green peas, green beans, and sliced carrots in all are in the recipe?  
 $15 + 14.5 + 16 = 45.5 \text{ ounces}$
5. Which two ingredients in the stew have a combined weight of 31.5 ounces?  
 $16 + 15.5 = 31.5 \text{ ounces (carrots and pinto beans)}$
6. Which two ingredients in the stew have a combined weight of 30.25 ounces?  
 $15.25 + 15 = 30.25 \text{ (corn and green peas)}$
7. Which two ingredients in the stew have a combined weight of 29 ounces?  
 $14.5 + 14.5 = 29 \text{ ounces (beef broth and green beans)}$
8. If it takes 10 minutes to cook the ground beef, 10 minutes to open and mix the vegetables, and 20 minutes to cook the stew, how long will it take in all to prepare the stew?  
☐ ½ of an hour  
☒ 2/3 of an hour  
☐ 3/4 of an hour  
☐ 5/6 of an hour



**EAT SMART**

(to the tune of "Up on a House Top")

No one food will keep us strong,  
We need them all to get along.  
From one, two, three, four and five,  
Eat them all to stay alive!  
Eat smart to be your best,  
Eat smart to be your best!  
Lots of food from which to choose,  
Knowing this, we cannot lose!

We need nutrients in our diet,  
They will make us feel just right.  
One, two, three, four, five and six,  
Lots of food we need to mix!  
Eat smart to be your best,  
Eat smart to be your best!  
Lots of food from which to choose,  
Knowing this, we can not lose!

Sugar, salt and fat, not much in your diet,  
The Food Guidelines will steer you right!  
Eating smart can keep you thin,  
Better health is what you'll win!  
Eat smart to be your best,  
Eat smart to be your best!  
The *Food Guide Pyramid* makes us wise,  
Eat good foods and stay the right size!

Eat a variety of foods each day,  
You'll feel better when you play!

Breakfast, lunch and dinner along with a snack,  
A variety of foods will keep you on track!

Eat smart to be your best,  
Eat smart to be your best!  
Remember the key is variety,  
Food guidelines, they're for me!



**DAILY ACTIVITIES**

**Directions:** Write a paragraph that compares or contrasts the physical activity in the story to your daily activities. The paragraph should have a topic sentence and provide supporting sentences. Illustrate the paragraph at the bottom of the page.

There are several tips to remember when you write the paragraph:

- ✓ Put thoughts in order.
- ✓ Provide enough supporting detail.
- ✓ Be descriptive.
- ✓ Think about what you want others to know and feel after reading the paragraph.
- ✓ Check for sentence structure and mechanics.

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